



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3950 E Bell Road, Phoenix, AZ 85032

Paradise Valley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Highly Performing
2004-05	Performing Plus
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Cara Herkamp
 Schedule : 07:00 AM to 03:30 PM
 Grades : 9-12
 Web Address : epage.pvUSD.k12.az.us
 Phone Number : (602) 867-5505
 Fax Number : (602) 867-5592
 E-mail : cherkamp@pvschools.net

Mission

Our mission is to provide an environment where students develop a passion for life-long learning and acquire the intellectual, social, emotional and physical skills to become contributing members of society.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Target Area: Reading- Students will demonstrate an ability to read at grade level or higher and use appropriate vocabulary. This year we are focusing on comprehending informational text in all content areas with the goal of raising our AIMS scores.
- ü Target Area: Writing- Students will demonstrate increased proficiency in the various modalities of writing. They will write in all content areas with the goal of preparing our students for the AIMS test.
- ü Target Area: Math- Students will demonstrate an improvement in the areas of number sense & operations and data analysis. Teachers will work in conjunction with professors from ASU to assist them in Making Math Make Sense.
- ü Target Area: Critical Thinking- Students will have more opportunities to participate in critical thinking activities. Our students will develop skills in analysis and problem solving to prepare them for the tasks they will face in life.

Enrollment

October 1, 2005 School Year Student Enrollment : 1843
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 364

Instructional Programs

- ü Advanced Placement/Honors
- ü Health Careers Education
- ü Business Information Technology
- ü Teacher Academy/GenYes Program
- ü Concurrent Community College Credit
- ü Biotechnology Program/Health Careers
- ü Career Technology Education
- ü Graphic Design/Architect Design

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/14/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Parents can expect ongoing communications that inform them of their students' progress. PVHS uses a web site, a voice messaging system, newsletters, handbooks, direct mailings, contracts, parent conferences, online grade programs, and quarterly progress reports as well as report cards.

PVHS has also initiated a Community E-Newsletter that parents and community members may sign up for by visiting the PVHS web site.

Parents

PVHS and parents work as a team to support school policies to ensure student success and individual excellence. PVHS expects students to be present, punctual, prepared, and appropriately attired. Teachers, counselors, and administrators are available at any time to assist parents in furthering students' academic needs. In addition, parents play an integral role in the extra-curricular arena as well as in the Booster Club, PTO, and School Council.

Transportation Policy

High school students living 1.5 miles or more from their school site are provided transportation by bus. Special needs students are transported on an individual basis.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Football Desert Valley Region Champion	2004
ü Marching Band Honors with Distinction Rating	2006
ü 5A State Quarter Finals Basketball	2005
ü ASU 1st Place Lang. Competition Spanish & French	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	401	2597	71130	97	98	95	709	714	701	17	14	23	9	8	13	57	58	51	16	20	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	197	1271	35465	97	98	96	710	714	702	15	12	21	10	9	13	57	59	53	18	20	13
Male	204	1326	35648	97	98	94	707	713	701	20	16	24	8	7	12	56	57	50	15	20	14
African American	18	75	3868	90	96	95	690	700	686	39	20	33	NA	9	17	56	60	45	6	11	6
Hispanic	89	355	25103	97	97	95	686	684	685	36	37	34	10	12	16	47	46	45	7	6	5
Asian/Pacific Islander	NC	89	1805	NC	98	98	NC	733	731	NC	7	9	NC	11	7	NC	42	50	NC	40	34
American Indian/Alaskan Native	NC	25	4241	NC	96	90	NC	700	679	NC	20	39	NC	12	19	NC	56	39	NC	12	3
White	283	2052	36075	98	98	95	717	719	715	10	10	12	10	7	9	60	61	58	20	22	21
Students with Disabilities	50	224	5862	91	86	71	662	667	658	60	54	63	18	16	15	22	28	20	NA	2	2
Students without Disabilities	351	2373	65268	98	99	98	714	718	705	11	10	19	8	7	12	62	61	54	19	22	15
Limited English Proficient Students	27	101	4859	93	96	93	652	655	662	78	72	64	7	11	15	15	17	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	47	169	22957	90	94	93	693	689	685	32	33	34	11	14	17	49	47	44	9	6	5
Non-Economically Disadvantaged	354	2428	48173	98	98	96	711	715	709	16	13	17	9	7	11	58	59	55	18	21	18

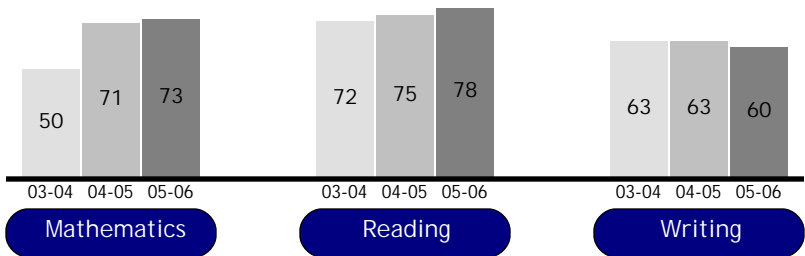
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	408	2642	73018	98	99	97	710	719	703	5	4	6	17	13	23	70	72	64	8	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	202	1287	36181	98	98	97	716	723	708	5	3	4	14	11	21	71	72	65	10	14	9
Male	206	1355	36816	98	99	96	704	714	699	6	5	7	20	15	24	68	71	62	6	9	7
African American	20	77	3976	95	97	96	692	709	689	15	5	8	10	13	29	75	77	59	NA	5	3
Hispanic	89	368	25801	97	98	96	679	682	683	16	15	10	33	29	34	48	52	53	3	4	3
Asian/Pacific Islander	NC	89	1812	NC	98	98	NC	726	722	NC	NA	3	NC	16	15	NC	66	66	NC	18	16
American Indian/Alaskan Native	NC	26	4389	NC	96	93	NC	710	675	NC	4	9	NC	8	42	NC	85	47	NC	4	1
White	289	2082	37024	99	99	97	721	725	721	2	2	2	13	10	12	76	75	73	10	13	13
Students with Disabilities	48	256	7170	86	94	85	658	667	654	17	16	23	48	40	47	35	44	29	NA	0	1
Students without Disabilities	360	2386	65848	100	99	98	716	724	708	4	2	4	13	10	20	74	75	67	9	13	9
Limited English Proficient Students	27	109	5099	93	99	95	628	637	641	48	38	29	48	52	59	4	10	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	52	182	23912	95	96	94	691	692	681	6	9	10	33	29	36	56	55	52	6	7	2
Non-Economically Disadvantaged	356	2460	49106	98	99	98	713	721	714	5	3	4	15	12	16	72	73	69	8	12	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	406	2631	72810	97	98	96	683	694	685	8	5	6	33	25	30	53	61	58	7	9	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	201	1287	36111	97	98	97	699	706	695	4	3	4	23	17	23	63	67	65	10	13	8
Male	205	1344	36678	98	98	95	667	684	674	12	7	9	42	31	36	43	56	52	3	6	3
African American	21	77	3962	100	97	96	667	691	675	10	3	8	43	29	33	48	65	55	NA	4	3
Hispanic	88	363	25735	96	97	96	653	662	669	19	17	10	45	40	41	31	38	48	5	6	2
Asian/Pacific Islander	NC	90	1809	NC	99	97	NC	707	704	NC	1	4	NC	22	19	NC	66	65	NC	11	13
American Indian/Alaskan Native	NC	25	4370	NC	93	92	NC	698	670	NC	NA	9	NC	32	39	NC	60	50	NC	8	2
White	287	2076	36915	98	99	97	692	700	697	4	3	3	29	22	21	60	65	67	8	10	8
Students with Disabilities	50	257	7071	89	95	84	618	639	634	36	26	24	52	47	53	12	24	21	NA	2	1
Students without Disabilities	356	2374	65739	99	99	98	691	700	689	4	3	4	30	22	27	59	65	62	8	10	6
Limited English Proficient Students	26	102	5046	90	93	94	597	606	621	50	42	31	50	54	56	NA	3	12	NA	1	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	48	175	23814	87	93	94	659	668	667	10	13	10	50	39	41	40	43	47	NA	5	2
Non-Economically Disadvantaged	358	2456	48996	99	99	97	686	696	693	8	4	4	30	23	24	55	63	64	8	10	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	88	44	NA	42	91	57	60	51	95	56	63	52
	Language	89	44	54	42	91	55	58	50	95	54	61	50
	Mathematics	89	63	71	63	94	49	58	50	95	56	61	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 4 Student(s)

Council Duties

- ü School Objectives
- ü Parent/Educator Relations
- ü Review of Educational Methodologies
- ü Evaluation by School Community
- ü Standards Awareness
- ü Student Involvement and Achievement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	94.66
Other Professional Staff	9.00	Teacher Aide	15.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	6	0	0
4 to 6 years	1	9	0	0
7 to 9 years	5	6	1	0
10 or more years	11	46	1	2

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	328
Teachers with Emergency Certification.	3
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü CAD/D, Graphic Arts Labs
- ü Woods, Metal, Auto Shops
- ü BioTech/Agricultural Labs
- ü Science and Writing Mobile Labs

Extracurricular Activities

- ü Sports for All Seasons/Levels
- ü Marching, Concert and Jazz Bands
- ü Drama/Performing Arts
- ü Environmental Club
- ü Nat'l Hon Soc/Spanish Hon Soc/French HS
- ü Harmony in Paradise Club
- ü Student Government/SADD/Ambassadors
- ü Robotics Club/Gamemakers Club

Social Services

- ü Peer Mediation
- ü Jobs for Arizona's Graduates
- ü Competency-based Counseling Services
- ü Freshman Orientation
- ü Crisis Intervention
- ü Advancement Via Individual Determination
- ü Student Support Groups
- ü Academic Integration

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- Ü Over \$2M in scholarships: MCCCCD and in-state college Merit Scholarships, Athletic [BYU, USC, Rutgers, U of Chicago], Division I for Volleyball, Basketball, Soccer and Football, National Merit Finalist and NM Hispanic Scholar, NM Commended Scholars.
- Ü PVHS staff members continue to be trained in Professional Learning Communities, Collaboration, Brain-based Learning, Reading/Writing/Math Across the Curriculum, Thinking Maps, Classroom of Difference, Differentiated Instruction, and the Standards.
- Ü The percentage of students meeting or exceeding AIMS standards continues on the upswing. This year PVHS moved into the Highly Performing category, with enough points to receive an Excelling label for want of a .4 on the Z score.
- Ü PVHS has moved forward with our Biotechnology Academy with the advent of the district's addition to WestMEC. Our teachers have attained CTE certification and are building a program that relates to the growth of the bioscience industry.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	100	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

PVHS enforces a SWEEP program for student accountability; peer mediation; and, ID cards for all. The School Resource Officer promotes prevention in the classrooms with Law Related Education. Security personnel are on duty at gates and on campus. The School Crisis Plan is updated and reviewed in a timely manner as is the Threat Assessment Plan. Athletes participate in a random drug testing program. Lockdown/Fire drills are practiced. The Safety Committee monitors physical facility.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

13

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Cara Herkamp	(602) 867-5507
Transportation Policy	Doug Curry	(602) 493-6320
Community Resources	Patti Wallace	(602) 525-0233
School Nutrition Programs	Stuart Hall	(602) 867-5534
Parent Organization	Pattie Rasmussen/Shirley Rogers	(602) 867-5506
Student Health/Nurse	Rosemary Drigan	(602) 867-5531

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 100 Copies = \$29.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.